



PLAY PARTICIPATION OF ADOLESCENT SCHOOL GOING CHILDREN

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ABSTRACT

Play is a spontaneous, creative, pleasurable and normal activity of the child. It is an integral part of children's everyday experience, from the earliest days of life through adolescence and into adulthood. Through play the child attains fullness physically and mentally. When the body and mind are alert and fresh, life is full of joy. The aim of the present study is to study the overall statuses of participation of adolescent school going children in play activities and to compare participation of adolescent school going children in play with respect to their gender, family structure and district. The sample of the study consists of 400 Upper Primary and secondary adolescent school going children from six schools of Paschim Medinipur and South-24 Parganas district in West Bengal. The sample was drawn on the basis of non-probability convenient sampling technique. To measure the overall statuses of participation of adolescent school going children in play activities, a three point Likert type Play Participation Scale was developed by the investigator. Collected data were analyzed using the statistics- Mean, Standard Deviation (SD) and Percentage analysis. t- Test analysis was conducted with SPSS programme. Hypotheses were tested at probability level of 0.05. Results of the research showed that most of the adolescent school going children i.e. 92.5% average participation in play activities. Most of them i.e. 67.25% opined that they have low participation per day in play activities and almost negligible percentage i.e. 5.5% of them opined average participation in it. Significant differences in the play participation were found among adolescent school going children with relation to their gender and district. No significant difference in the play participation was found among adolescent school going children with relation to their family structure.

KEYWORDS: Play Participation

INTRODUCTION

Play is the way children interact with the world. Play is the universal language of childhood. It is through play that children understand each other and make sense of the world around them. It is a process of observing, testing, trying, imitating, and enjoying the environment they are in and people they are with. Play is what children naturally do when given freedom, time, and space. Play is what children and young people do when they follow their own ideas, in their own way and for their own reasons. Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child. Play has been defined as an activity that is: characterized by engagement and engagement, with high levels of involvement, engrossment and intrinsic motivation, imaginative, creative, and non-literal, voluntary or freely chosen, personally directed (often child-initiated) and free from externally imposed rules. It is an integral part of children's everyday experience, from the earliest days of life through adolescence and into adulthood. Children's play is any behaviour, activity or process initiated, controlled and structured by children themselves; it takes place whenever and wherever opportunities arise. Play is central to children's physical, psychological and social well-being. Children can experience real emotions, create their own uncertainty, experience the unexpected, respond to new situations and adapt to a wide variety of situations through play. Play has tremendous social gains for a child. Two very strong needs in adolescence are those of group affiliation and

acceptance. During middle adolescence (ages 14-16 years), peer groups tend to be more gender mixed. Less conformity and more tolerance of individual differences in appearance, beliefs, and feelings are typical. By late adolescence, peer groups have often been replaced by more intimate dyadic relationships, such as one-on-one friendships and romances, that have grown in importance as the adolescent has matured (Micucci, 1998). Through play, a child gets an opportunity to interact with other children and fulfill their needs. A child's desire for having a group of friends is rarely satisfied in the home, unless there are many children in the same building or block. In school, where more emphasis is on cognitive work, play cannot be free, spontaneous and unrestrained. A conscious effort must be made to ensure that children get an opportunity to have social contacts with playmates of their own age group. Without play with other children, a child tends to become self-centered and self-righteous. Play teaches him healthy social qualities like sharing, exchanging, cooperating and maintaining unity and group spirit. Play enables children to form friendships and attachments to adults and to places, allowing for the development of familiarity and intimacy with both. It can provide opportunities for independent learning and building confidence, resilience, self-esteem and self-efficacy (Lester and Russell 2008; NICE 2010; Coalter and Taylor 2001). Play can bring families closer together, strengthening parent-child relationships (Gardner and Ward 2000), playing away from adult supervision is equally important, allowing

children to acquire independent mobility, explore the world on their own terms and create their own identities (Armitage 2004). Outdoor play increasing levels of physical activity, alongside other positive influences on a child's well-being, such as opportunities to understand and respect the natural world. Physical activity in childhood is important for many reasons and a variety of sources indicate a direct relationship between physical activity and children's health (Hope and others 2007). Brockman and others (2011a) found that children's primary motive for engaging in physically active play was for social and enjoyment reasons, to prevent boredom and because they were aware of the physical and emotional benefits of being active. They also valued the freedom from adult control and the unstructured nature of physically active play. It may also increase cognitive function, improve academic achievement and accelerate neuro-cognitive processing. In addition, it appears that active children are also less likely to smoke, to abuse alcohol or take illegal drugs as they grow up (BHF 2009). A combination of poor play environments, busy school schedules and an increase in structured activities has meant that this beneficial and basic children's right has become sidelined, often perceived as an 'unaffordable luxury' (Elkind 2008). The evidence confirms that it is important to allow children every opportunity to play, as this can benefit their physical and mental health, well-being, and social and emotional development. Play is also an invaluable part of family and community life. Play is a basic right for all children and is worthwhile for the enjoyment it brings to children and their families in the moment. If we view play primarily as a means to achieve long-term physical, psychological and social benefits we are in danger of losing sight of the essence of play as intrinsically motivated behaviour, something children do in their own time, following their own ideas, in their own way, for their own reasons (Cole-Hamilton 2011). Play involves children doing as they wish in their own time and in their own way, and it is this component of play that is key to understanding the positive outcomes of playing throughout childhood. Playing comes instinctively to all children, without the support of parents, policy makers and the wider community to make play a priority; children will be denied the freedom, spaces and time to themselves to act on their natural instincts. Children and youth participate in play for a variety of reasons which range from enjoyment and physical activity to competition and winning and as an outlet for imagination and energy. Play is fundamental to children's happiness and well-being, and the evidence shows that it is also influential in their health and future life chances. If children's opportunities for play are restricted there are likely to be profound effects on their life experience in general and more specifically on their physical and mental health. For example, obesity, rickets and attention deficit disorder are just some of the growing problems experienced by children that health experts have recently linked to a lack of particular forms of play (Play England 2011). Foley (2008) puts it: 'It is widely understood that play is crucial to children's healthy development and quality of life'.

Concept of Play

Play is not neatly defined in terms of any single characteristic; instead, it involves a constellation of characteristics, which

have to do with the motives or mental framework underlying the observed behavior. Three famous examples of attempts to characterize play are the following:

- In his classic book *Homo Ludens*, the Dutch cultural historian Johan Huizinga (1955) summed up his elaborate definition of play as follows: "Play is a free activity standing quite consciously outside 'ordinary' life as being 'not serious,' but at the same time absorbing the player intensely and utterly. It is an activity connected with no material interest, and no profit can be gained by it. It proceeds within its own proper boundaries of time and space according to fixed rules and in an orderly manner."
- In his influential essay, *The Role of Play in Development*, the Russian psychologist Lev Vygotsky (1978) characterized children's play as activity that is (a) "desired" by the child, (b) "always involves an imaginary situation," and (c) "always involves rules" (which are in the minds of the players and may or may not be laid down in advance).
- In an often-referred-to article on play in the *Handbook of Child Psychology*, Kenneth Rubin and his colleagues (1983) characterized play as behavior that is (a) intrinsically motivated; (b) focused on means rather than ends; (c) distinct from exploratory behavior; (d) nonliteral (involves pretense), (e) free from externally imposed rules; and (f) actively (not just passively) engaged in by the players.

Play is a spontaneous, creative, pleasurable and normal activity of the child. In India, since ancient times, play has been given importance in the formation of body, mind and the proper development of character. So, Play is not neatly defined in terms of any single characteristic; instead, it involves a constellation of characteristics. Play is activity that is (1) self-chosen and self-directed; (2) intrinsically motivated; (3) guided by mental rules; (4) imaginative; and (5) conducted in an active, alert, but relatively non-stressed frame of mind (Peter Gray, 2013). Through play, various direct and indirect effects are seen in the body and mind of the children. Play draws life into a world of joy, freedom from exhaustion, fatigue, and despair. Through play the child attains fullness physically and mentally. When the body and mind are alert and fresh, life is full of joy. The play can give a taste of liberation through joy and peace in life.

Objectives of the Study

The present study has undertaken to achieve the following objectives:

1. To study the overall statuses of participation of adolescent school going children in play activities.
2. To compare participation of adolescent school going children in play with respect to their gender, family structure and district.

Hypotheses of the Study

In keeping with the problem formulated and objectives to be tested, the following hypotheses were proposed to be tested:

H01: There is no significant difference in the play participation of adolescent school going children with relation to their gender.

H02: There is no significant difference in the play participation of adolescent school going children with relation to their family structure.

H04: There is no significant difference in the play participation of adolescent school going children with relation to their district.

Delimitations of the Study

The study was delimited by the researcher in the following ways:

1. The present study was delimited to only two districts like South-24 Parganas and Paschim Medinipur of West Bengal.
2. The study covered only adolescent school going children taken from six secondary schools of above mentioned two districts only.
3. The study was delimited on students of V to X grade, age ranging from 11 to 17 years.
4. Only one tool has been applied namely 'Play Participation Scale'.
5. The study was delimited to Bengali medium students of West Bengal Board of Secondary Education.
6. The study was delimited to students from rural and urban areas.
7. The sample size was delimited to 400 students only.
8. The study covered only upper primary and secondary level students.
9. The present study was delimited to three background or demographic variables like gender, family structure and district.

Operational Definitions of the Major Terms Used

The operational definitions of terms given in the statement of the problem are following:

Adolescents School Going Children: The most commonly used chronologic definition of adolescence includes the ages of 10-18, but may incorporate a span of 9 to 26 years depending on the source (APA, 2002). In this study adolescents school going children are those who belong to the age group of 11 to 17 years and students of class V to X in the secondary schools located in Paschim Medinipur and South-24 Parganas District.

Play Participation: The child probably plays for the fun of, playing, and the enjoyment or satisfaction which he derives from his play seems to determine how long he will play or what he will play. In this study play participation refers to the involvement of children in all types of play activities any time any place.

Methodology of the Study

The present study was a survey research. Here data was collected through the administration of the three point Likert type Play Participation Scale from the selected sample for measuring Play Participation of adolescent school going children of Paschim

Medinipur district and South-24 Parganas district in West Bengal. The survey was conducted by collecting data from different sub-sections of adolescent school going children.

Population, Sample and Sampling Procedure

Adolescent school going children of Paschim Medinipur district and South-24 Parganas district in west Bengal ranging from Grade V to Grade X and of 11 years to 17 years old age range constitutes the population of the study. The sample of the study consists of 400 Upper Primary and secondary adolescent school going children from six schools of Paschim Medinipur and South-24 Parganas district in West Bengal. The sample was drawn on the basis of non-probability convenient sampling technique. Here at first, the researcher used convenient sampling technique to select two districts and six schools from which the sample were drawn as these are within his easy reach and convenient for collection of data. Then 400 students of these schools who were attended on the day of researcher's data collection were finalized as the sample. The detail distribution of the sample is given in the table No.1

Table: 1: Representing the sample distribution			
Variable	Categories	Frequency (N)	Percent (%)
Gender	Male	200	50
	Female	200	50
	Total	400	100
Family Structure	Nuclear Family	280	70
	Joint Family	120	30
	Total	400	100
District	South-24 Parganas	200	50
	Paschim Medinipur	200	50
	Total	400	100

Key Variables of the Study

A variable is a measurable characteristic or a logical set of attributes of the subjects (participants) of the research that can vary. The following variables are identified for the present study.

Independent Variables

Independent variables are the influencing variables which may have some impacts on the dependent variables. In the present study, following independent variables have been identified:

1. Gender: In the present study the researcher included gender as an independent variable which have some impact on dependent variable. In this study, this independent variable divided into two categories like-

1. Boys
2. Girls

2. Family Structure: In the present study the researcher included family structure as an independent variable divided into two categories like-

1. Joint family
2. Nuclear family

3. District: in the present study the researcher included district as an independent variable divided into two categories like-

1. Paschim Medinipur
2. South-24 parganas

Dependent Variable

In the present study play participation of adolescent school going children as outcome was the dependent variable. The aim of the study was to measuring the influence of independent variables on the status of dependent variable. In this study participation in play refers to the involvement of adolescent children in all types of play activities any time any place.

Tools Used for Data Collection

To measure the overall statuses of participation of adolescent school going children in play activities, a three point Likert type Play Participation Scale was developed by the investigator. The tool has two sections. In one section 23 items are there. That helps to assess the overall status of involvement of adolescence school going children in play participation and in the other section there are 7 items that helps to assess the time spent for participating in play activity per day.

Play Participation Scale (PPC)

The main objective of the tool is to study the overall statuses of participation of adolescent school going children in play activities. The Play Participation scale has been developed in three stages. At first the researcher initiated the work by reviewing different related literatures and related standardized scales. At first stage 62 items with five categories for the adolescence students towards participation in play was constructed in Bengali taking care of its content validity. Further after careful checking by himself he made draft of the tool containing 40 items. Then he sent it to five experts of this field to verify its face validity and also content validity. After one month he collected the verified tool from the experts with necessary suggestions. Taking care of the suggested modification, the researcher finalized the tool with 30 items. The tool contained only Positive (+) items to be responded in a 3 point Likert Scale. However in this tool there were three categories of items on basis of ways of responding. Some items were responded by any one of the options like 'Yes', 'Somehow' and 'Never' another category of items was responded by options like 'Never/ up to 1 hours', '1 to 3 hours', and 'four hours and above'. Respondents were instructed to put a tick mark (✓) in appropriate box. Among these 30 items were positive.

Scoring of Play participationScale

The scoring of this scale is very simple. In this scale each positive item is scored from 3 to 1 and each negative item is scored from 1 to 3. Response to the positive items should be numbered from 1 representing never to 3 representing yes with each and the negatively worded items should be reverse scored. That means a score of 3 representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. The total attitude score based on the sum of all 30 items can range from 30 to 90.

Below are the reversals for the item score in the left column and reversed item score in the right. The rightmost values should be substituted for the leftmost.

3=1
2=2
1=3

If some items are missing an adjustment can be made otherwise the score will be too low. The best procedure is to compute the mean score per item for the individual, and substitute that mean for missing items. For example, if a person does not make a response to 1 item, take the total score, divide by the number answered or 30 for total, and substitute this number for the missing item by adding it to the total score. An easier but less accurate procedure is to substitute a middle response for each of the missing items i.e. 2 since the center of the scale is 2.

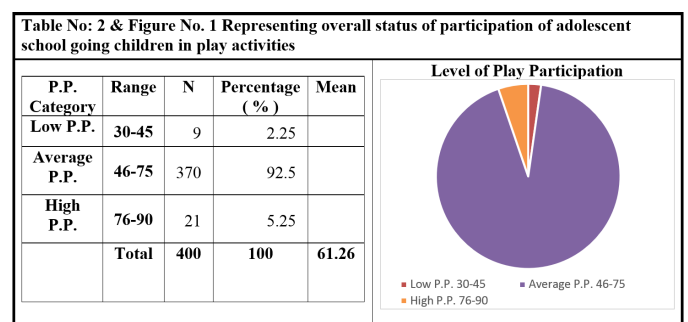
Procedure of Data Collection

The researcher considered students for obtaining data of 6 H.S. schools of Paschim Medinipur and South-24 Pargana district in West Bengal. The investigator went to each school for collecting data. With prior permission of the Head Teacher, the researcher was introduced with students of Grade V to Grade X. Then researcher distributed the scale among these students. Then he gave a short and meaningful description about the use of this scale and items involved in it. Then he instructed them to give their responses by going through the scale minutely. Researcher collected the scale from them after 15 – 20 minute. However he administered the scale on students of different classes one after one class. Raw data of 400 adolescence school going children gathered were individually tabulated in excel sheet. Data was analyzed using Statistical Package for Social Sciences (SPSS Package).

Analysis and Interpretation of Data

The researchers analyzed and interpreted the data by using statistics like Mean, Standard Deviation (SD), Percentage Analysis and 'T' Test with the help of SPSS program.

To study the overall statuses of participation of adolescent school going children in play activities.



Interpretation

The analysis of data in the above table & figure regarding status of 400 students who participation of adolescent school going children in play activities that 2.25 percent students lies low play participation(30 to 45), 92.5 percent students under average play

participation(46 to 75) and 5.25 percent students lies high play participation(76 to 90). Mean of the students who participation of adolescent school going children in play activities is 61.26. The mean score (61.26) that lies under the level of average play participation of adolescent school going children and most of the students(92.5%) in average play participation. Hence it can be concluded that most of the adolescent school going children i.e. 92.5% average participation in play activities.

Time Spent for Participating of Adolescence School Going Children In Play Activity Per Day

Table no 3: Time spent for participating of adolescence school going children in play activity per day

ITEM No. 24	Level of Participation	Time in hours	N		%	
Time spent in play activity per day	Low Participation	Not at all	18	269	4.5	67.25
		up to 2	251		62.75	
	Average Participation	3 to 5	22		5.5	
	High Participation	6 and above	109		27.25	
		Total	400		100	

Interpretation

Regarding time spent for participating in play activities per day, out of total 400 students 4.5% of students opined that they do not participate in play activity per day at all, 62.75% of them opined that they play up to two hours per day, 5.5% opined that they play for 3 to 5 hours per day, 27.25% of them opined that they play for 6 hours and above in a day. Here most of the students opined that they participate per day in play activities up to two hours in a day. Further it is also cleared from the above analysis that cumulatively the levels of students' participation per day in play activities are 67.25%, 5.5% and 27.25% for low, average and high levels of participation category respectively. That means most of them i.e. 67.25% opined that they have low participation per day in play activities and almost negligible percentage i.e. 5.5% of them opined average participation in it.

Time spent for participating of adolescence school going children in indoor play activity per day

Table no 4: Time spent for participating of adolescence school going children in indoor play activity per day

ITEM No. 25	Level of Participation	Time in hours	N		%	
Time spent in indoor play activity per day	Low Participation	Not at all	73	348	18.25	87
		Up to 1	275		68.75	
	Average Participation	1-3	39		9.75	
	High Participation	4 and above	13		3.25	
		Total	400		100	

Interpretation

Regarding time spent for participating in indoor play activities,

out of total 400 students 18.25% of students opined that they do not participate in indoor play activity at all, 68.75% of them opined that they play up to one hour per day, 9.75% opined that they play for 1 to 3 hours per day, 3.25% of them opined that they play for 4 hours and above in a day. Here most of the students opined that they participate in indoor play activities up to one hour in a day. Further it is also cleared from the above analysis that cumulatively the levels of students' participation in indoor play activities are 87%, 9.75% and 3.25% for low, average and high levels of participation category respectively. That means most of them i.e. 87% opined that they have low participation in indoor play activities and almost negligible percentage i.e. 3.25% of them opined high participation in it.

Time spent for participating of adolescence school going children in outdoor play activity per day

Table no 4: Time spent for participating of adolescence school going children in outdoor play activity per day

ITEM No. 25	Level of Participation	Time in hours	N		%	
Time spent in indoor play activity per day	Low Participation	Not at all	37	285	9.25	71.25
		Up to 1	248		62	
	Average Participation	1-3	92		23	
	High Participation	4 and above	23		5.75	
		Total	400		100	

Interpretation

Regarding time spent for participating in outdoor play activities, out of total 400 students 9.25% of students opined that they do not participate in outdoor play activity at all, 62% of them opined that they play up to one hour per day, 23% opined that they play for 1 to 3 hours per day, 5.75% of them opined that they play for 4 hours and above in a day. Here most of the students opined that they participate in outdoor play activities up to one hour in a day. Further it is also cleared from the above analysis that cumulatively the levels of students' participation in outdoor play activities are 71.25%, 23% and 5.75% for low, average and high levels of participation category respectively. That means most of them i.e. 71.25% opined that they have low participation in outdoor play activities and almost negligible percentage i.e. 5.75% of them opined high participation in it.

Testing of Hypothesis-1: There is no significant difference in the play participation of adolescent school going children with relation to their gender.

Table 6: t- test showing Gender wise comparison of participation of adolescent school going children in play activity

Gen-der	N	Mean	SD	SEM	df	t	MD	Sig (2tailed)	Remark
Boys	200	63.00	8.692	.615	398	4.068	3.475	.000	S* P<0.05
Girls	200	59.52	8.389	.593					
Total	400								

S*: Significant

Interpretation

This independent sample 't- test' analysis indicates that the 200 boys had a mean of 63.00 and Standard Deviation (SD) of 8.692 and the 200 girls had a mean of 59.52 and SD of 8.389. Here the mean score of boys (i.e. 63.00) is higher than that of girls (i.e. 59.52). That means the initial descriptive statistics revealed that the play participation of boys is just higher than girls. But to ascertain whether this difference is statistically significant or not significant, the researcher further applied the t-test. Here the means of the two groups differ significantly at 0.05 levels as the $p < 0.05$ ($p = 0.00$) and computed t- value i.e. 4.068 is greater than 1.96, the critical values required to reach 5% level of significance. Consequently, the null hypothesis is rejected and as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Hence, it can be concluded that there exist a significant difference between adolescent Boys and Girls students with regard to their play participation. However the initial descriptive statistics also revealed that though both the groups possessed average play participation as play participation score fell under the range of "46-75", but the boys possessed just higher level of play participation than that of girls.

Testing of Hypothesis-2: There is no significant difference in the play participation of adolescent school going children with relation to their Family Structure.

Table 7: t- test showing Family structure wise comparison of participation of adolescent school going children in play activity

Gen-der	N	Mean	SD	SEM	df	t	MD	Sig (2tailed)	Remark
Nu-clear	280	61.31	8.805	.526	398	.186	.177	.852	NS* P>0.05
Joint	120	61.13	8.507	.777					
Total	400								

NS*: Not Significant

Interpretation

This independent sample 't- test' analysis indicates that the 280 students who belongs nuclear family had a mean of 61.31 and Standard Deviation (SD) of 8.805 and the 120 students who belongs joint family had a mean of 61.13 and SD of 8.507. Here the mean score of students who belongs nuclear family (i.e. 61.31) is higher than that of students of joint family (i.e. 61.13). That means the initial descriptive statistics revealed that the play participation of students of nuclear family is just higher than joint family's students. But to ascertain whether this difference is statistically significant or not significant, the researcher further applied the t-test. Here the means of the two groups did not differ significantly at 0.05 levels as the $p > 0.05$ ($p = 0.852$) and computed t- value i.e. 0.186 is smaller than 1.96, the critical values required to reach 5% level of significance. Consequently, the null hypothesis is not rejected and as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be concluded that there is no significant difference between adolescent school going children of nuclear family and

joint family with regard to their play participation. However the initial descriptive statistics also revealed that though both the groups possessed average play participation as play participation score fell under the range of "46 to 75", but the students who belongs nuclear family possessed just higher level of play participation than that of students who belongs joint family.

Testing of Hypothesis-3: There is no significant difference in the play participation of adolescent school going children with relation to their District.

Table 8: t- test showing District wise comparison of participation of adolescent school going children in play activity

Gen-der	N	Mean	SD	SEM	df	t	MD	Sig (2tailed)	Remark
South 24 Parganas	200	62.68	8.866	.627	398	3.308	2.845	.001	S* P<0.05
Pas-chim Medinipur	200	59.84	8.326	.589					
Total	400								

S*: Significant

Interpretation

This independent sample 't- test' analysis indicates that the 200 adolescent school going children of South 24 parganas had a mean of 62.68 and Standard Deviation (SD) of 8.866 and the 200 adolescent school going children of Paschim Medinipur had a mean of 59.84 and SD of 8.326. Here the mean score of students who belongs South 24 parganas (i.e. 62.68) is higher than that of students who belongs Paschim Medinipur district (i.e. 59.84). That means the initial descriptive statistics revealed that the play participation of students of South 24 parganas is just higher than the students of Paschim Medinipur. But to ascertain whether this difference is statistically significant or not significant, the researcher further applied the t-test. Here the means of the two groups differ significantly at 0.05 levels as the $p < 0.05$ ($p = 0.01$) and computed t- value i.e. 3.308 is greater than 1.96, the critical values required to reach 5% level of significance. Consequently, the null hypothesis is rejected and as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Hence, it can be concluded that there is exist significant difference between adolescent students of who belongs South 24 parganas and Paschim Medinipur with regard to their play participation. However the initial descriptive statistics also revealed that though both the groups possessed average play participation as play participation score fell under the range of "46 to 75", but the students of South 24 parganas possessed quite higher level of play participation than that of students of Paschim Medinipur.

Major Findings of the Study

As per the analysis and interpretations, the following findings were drawn

1. It can be concluded that most of the adolescent school going children i.e. 92.5% average participation in play activities. Most of them i.e. 67.25% opined that they have low participation per day in play activities and almost negligible percentage i.e. 5.5% of them opined average participation in it.
2. Most of them i.e. 87% opined that they have low participation in indoor play activities and almost negligible percentage i.e. 3.25% of them opined high participation in it.
3. Most of them i.e. 71.25% opined that they have low participation in outdoor play activities and almost negligible percentage i.e. 5.75% of them opined high participation in it.
4. Significant difference found between adolescent Boys and Girls students with regard to their play participation. However the initial descriptive statistics also revealed that though both the groups possessed average play participation as play participation score fell under the range of "46-75", but the boys possessed just higher level of play participation than that of girls.
5. No significant difference exists between adolescent students of nuclear family and joint family with regard to their play participation. However the initial descriptive statistics also revealed that though both the groups possessed average play participation as play participation score fell under the range of "46 to 75", but the students of nuclear family possessed just higher level of play participation than that of joint family's students.
6. There exists significant difference between adolescent school going children of who belongs South 24 Parganas and Paschim Medinipur with regard to their play participation. However the initial descriptive statistics also revealed that though both the groups possessed average play participation as play participation score fell under the range of "46 to 75", but the students of South 24 Parganas possessed just higher level of play participation than that of students of Paschim Medinipur.

Educational Implications of the Study

Although the study was conducted on to a small sample of 400 upper primary and secondary school students, it has some implications for education and other related areas.

- According to the result of this study all the teaching institution of our society can encourage the children to increase their creative ability through play and make aware their parents about importance of play.
- Attempts should be taken for providing more and appropriate infrastructural support for better implementation of child development.
- This study shows the importance of psychological counselling in the area of plays. Low achievers can improve their performance through counselling. These finding can be used by teachers, coaches, mentors and government officials. Counselling can be provided at all levels for play participants. Private sports academies and government departments can hire or recruit professional sports counsellors.

- Attempts should be taken to encourage parental involvement in the children's play activities.
- Provisions for more importance of play in adolescence period can be given to improve their emotional intelligence ability.
- Special attempts should be taken to provide ample opportunities for enhancing creativity among children both at home and school.
- The result of the study can be implemented in all developmental stages of mankind throughout west Bengal.
- The result of the study can be implemented in various types of children from different religions and castes.
- The result of the study can be implemented to any medium (languages) of schools in west Bengal.
- The result of the study can be implemented to all categories of students in west Bengal.
- The result of the study can be implemented to all type of schools in west Bengal.

Playing is a natural and enjoyable way for children to keep active, stay well and be happy. Various researches have shown that there is real power in play. Play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child. Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them. Play allows children to create and explore a world they can master, conquering their fears while practicing adult roles, sometimes in conjunction with other children or adult caregivers. As they master their world, play helps children develop new competencies that lead to enhanced confidence and the resiliency they will need to face future challenges. Undirected play allows children to learn how to work in groups, to share, to negotiate, to resolve conflicts, and to learn self-advocacy skills. When play is allowed to be child driven, children practice decision-making skills, move at their own pace, discover their own areas of interest, and ultimately engage fully in the passions they wish to pursue. Ideally, much of play involves adults, but when play is controlled by adults, children acquiesce to adult rules and concerns and lose some of the benefits play offers them, particularly in developing creativity, leadership, and group skills. In contrast to passive entertainment, play builds active, healthy bodies. In fact, encouraging unstructured play may be an exceptional way to increase physical activity levels in children, which is one important strategy in the resolution of the obesity epidemic. Perhaps above all, play is a simple joy that is a cherished part of childhood.

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